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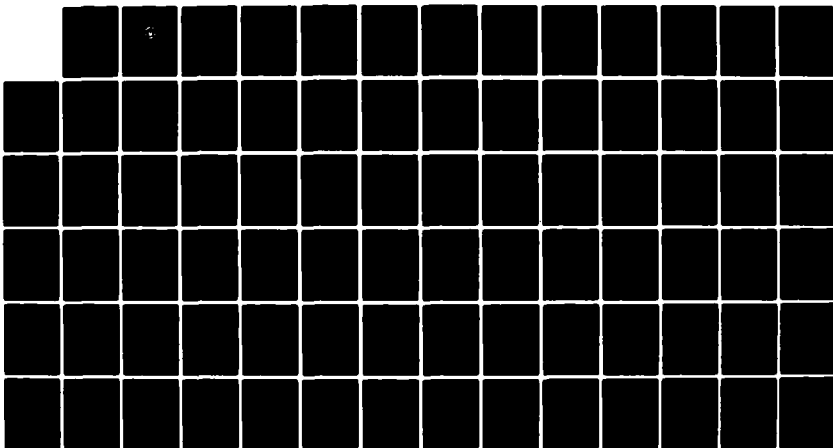
FIRST TERMER DISILLUSIONMENT: ITS EFFECT ON ATTRITION  
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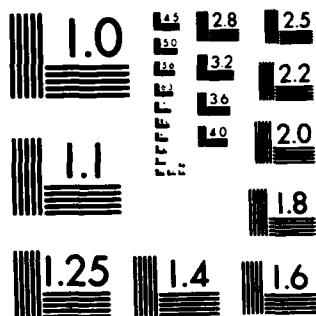
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# NAVAL POSTGRADUATE SCHOOL

Monterey, California



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## THESIS

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FIRST TERMER DISILLUSIONMENT: ITS EFFECT ON  
ATTRITION IN THE UNITED STATES NAVY.

by

James E. Etterman, Jr.

December, 1982

Thesis Advisor:

Roger D. Evered

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**First Term Disillusionment: Its Effect on  
Attrition in the United States Navy.**

by

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Lieutenant, United States Navy  
B.S., University of New Mexico, 1977**

Submitted in partial fulfillment of the  
requirements for the degree of

**MASTER OF SCIENCE IN MANAGEMENT**

from the

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## ABSTRACT

This thesis uses four data sets to examine the relationship between the expectations of the U.S. Navy enlisted men and the apparent influence of their expectations on the attrition rate. The 1979 DOD Survey of Personnel Entering Military Service provided a statement of expectations from men who were about to join the Navy, but had yet to be exposed to any military life. The impact of military experience in relation to expectations was obtained from the 1978 DOD Survey of Officers and Enlisted Personnel. Here, feelings of experienced enlisted men were expressed on areas concerning expectations of and satisfaction with Navy life. A third data set provided data on the attrition rates of those personnel who were in the year group that had participated in both of the above mentioned surveys. The fourth data set came from personal interviews conducted at the U.S. Navy's Treasure Island Discharge Processing Center. The interviews allowed for a more in-depth understanding of enlisted expectations and their relationship to attrition from the U.S. Navy.

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## I. INTRODUCTION

During the 1980's a significant decline is expected in the size of the population cohorts initially entering the full-time work force. As a large employer of young workers, the Chief of Naval Personnel, e.g. the Navy, must plan ahead for this decline. Because the Navy relies almost entirely on a quite narrow age group for its new recruits and is constrained to promote only from within, the need to anticipate this decline is more acute than that of most employers. As a result, the Navy faces the possibility not only of severe difficulties in recruitment, but of broader personnel management problems as well (Fernandez, 1979).

In analyzing the recruitment process, industrial psychologists have traditionally focused attention on how companies select new employees. More recently, however, organizational behaviorists have looked at how applicants choose one organization over others, and old assumptions about how new employees should be recruited are being questioned.

The traditional approach to recruitment and selection views the applicant as passive rather than active. An individual is typically selected for a job on the basis of tests, interviews, and background information. Almost

completely ignored in the process is the organizational choice made by the applicant - how and why he showed up in the first place. To obtain a favorable selection ratio - that is, a large number of applications in relation to the number of job openings - companies sometimes present themselves to potential new employees in a more favorable light than the facts justify. In the end, this kind of policy can produce dysfunctional results, costly to both the organization and the employee (Wanous, 1979).

The Navy's recruitment policies remain along the more traditional lines with the prospective recruit being informed about Navy life and available training/jobs through printed advertising, broadcast advertising and interviews. The potential recruit is then screened via tests, interviews and background information. In 1979 the Navy spent approximately \$700 for print and \$2,400 on broadcast advertising for each 3A HSG (high school graduate that qualifies for a Navy school) recruited (Goldberg, 1979). A total of 53,083 young men and women signed 4 year contracts that year, but by September 1981 only 79 percent were still on active duty. It is reasonable to assume some natural attrition rate for legitimate reasons such as medical disqualifications, hardship, etc.; however, these categories accounted for only 5.5 percent of the losses. The question now must be asked, why would 8,424 apparently

committed and carefully selected members fail to meet their obligation?

The major administrative reasons for discharge are behavior disorders (apathy, defective attitudes, and substandard performance) and personality disorders (inaptitude). Recent research (Wanous 1979, Hoiberg and Berry 1978, Landau 1981) suggest that a large amount of this type of personnel loss can be avoided by using a "realistic job preview" approach. This is an atypical, untraditional approach that stresses efforts to communicate - before an applicant's acceptance of a job offer - what his organizational life will realistically entail (Wanous, 1979). The measurement of the false expectations produced under the current hiring system and its effect on attrition is the purpose of this thesis.

The Navy's efforts to thwart the attrition rate was aided by the Center for Naval Analysis development of a SCREEN (an acronym for "Success Chances of Recruit Entering the Navy") table of first-year survival probabilities to be used by recruiters in qualifying applicants for enlistments. It was put into effect in October 1976, revised in August 1977, and revised again in February 1980. The latest version of SCREEN is based on education level, AFQT percentile score, and age (Lurie, 1981).

The recruitment process was further aided by a high technology computer system called CLASP (Classification Assignment With PRIDE). PRIDE in turn is an acronym for Programming Reservations for Immediate and Delayed Enlistment. This system provides current and forecasted school seats and training availability that can be offered to each recruit according to his or her individual qualifications. This is designed to avoid the "false promise" from the recruiter and allows on-the-spot guarantees to the recruit.

The Navy has also made progress in upgrading the environment faced by the enlisted person. New barracks and new ships are being built with an increased emphasis on more comfortable living and working conditions.

With problems of dis-enlistment continuing, despite the fact that the Navy is improving living/working conditions and recruitment practices, it behooves one to look still deeper into the total system for a cause related to turnover. Porter and Steers (1973) found that there was a relationship between expectations and turnover behavior. Hoiberg and Berry (1978) reported that recruits who were discharged during training had inaccurate expectations of that training; and Knowles (1964), that receiving expected wages was significantly related to staying on the job. Further, Weitz (1956) found that individuals who had received a realistic job preview, which included both

positive and negative aspects, had higher retention rates than those who had not received such a review. Katzell (1968) found that students who remained in school felt that their initial expectations had been met to a greater extent than those who left. Finally, a current study which is spending a significant portion of time analyzing expectations and Navy personnel is being conducted by the Navy Personnel Research and Development Center (NPRDC) in San Diego.

The NPRDC study is addressing the relationship between attrition and individual and organizational factors. Their questionnaire was administered to 4,911 Navy recruits during their fourth day of recruit training to obtain information on their background, motivations for joining, general attitudes toward the Navy, personality dimensions, rated desirability of work outcomes, and expectancies of realizing those outcomes in the Navy and civilian environments.

The initial conclusion after the recruit training portion determined that providing a realistic and accurate depiction of positive and negative aspects of Navy life would not only allow individuals to make more knowledgeable enlistment decisions but also serve to make them aware of events that will occur so that they will be better equipped to cope with these events.



The NPRDC study is involved with a longitudinal population of recruits who will be followed from the fourth day of their enlistment until either attrition or completion of their first term of service. Thus, when considering four year obligors, for instance, it will be necessary to follow the cohort through four years of service. The ability to follow individuals for such a long period of time is beyond the capabilities of this thesis; however, two cross-sectional data studies, a cohort attrition rate data base, and a personal interview were used to produce similar survival patterns.

#### A. STUDY 1

The first look at expectation data focused on recruits prior to their arrival at basic training. The 1979 DOD Survey of Personnel Entering Military Service conducted by the Rand Corporation (fielded March, April 1979) provided the initial data base. The survey was administered to enlistees at the Armed Forces Entrance Examination Station (AFEES) immediately after they were sworn in. This investigator focused on Navy, male, non-prior-service entrants, since according to the latest recruiting shortfalls occur and also where the Navy manning problems persist (Landau, 1978). The survey data made available 1,186 persons in this grouping.

## B. STUDY 2

The second step involved the 1978 DOD Survey of Officers and Enlisted Personnel conducted by the Rand Corporation (fielded January, June 1979). This survey produced a data base of 1,089 personnel who were Navy, male, first termers and who were currently on sea duty. Again, the males were looked at because of shortages. The sea duty stipulation was added because of shipboard manning concerns and the high costs involved in replacing trained personnel in operational billets. According to the statements made by Vice Admiral Lando W. Zech, Jr., Deputy Chief of Naval Operations for Manpower, Personnel, and Training and The Chief of Naval Personnel, to the Ninety-Seventh Congress in May 1982, the Navy's efforts to reduce its manning shortfall revolves around its operational members where some 80,000 persons are deployed at any given point in time.

## C. COHORT ATTRITION RATE DATA BASE

The third set of statistics involved current attrition data related to the personnel canvassed in both the AFES and DOD Surveys. The 1979 fiscal year cohort (N = 53,083) was selected for study since their time frame of enlistment coincided with the administering of both surveys. The

Defense Manpower Data Center, Monterey, provided Navy attrition percentages by length of service and reason for discharge.

#### D. PERSONAL INTERVIEW

The final phase of data gathering came from an interview conducted by this writer with some 54 Navy enlisted persons who for one reason or another would not complete their full obligated service. An effort was made to determine the individual's reason for noncompletion, and its involvement with the individual's perceptions and expectations concerning Navy life, training and job involvement. The interview was private and lasted from 20 to 30 minutes. Of the individuals canvassed, 44 met the male, first term and shipboard duty restrictions, and their data are used later in analysis.

## II. LITERATURE REVIEW

### A. NEWCOMER EXPECTATIONS

Katzell (1968) assessed the number of satisfactions and stresses expected and experienced by first-year nursing students during the first week of classes and again eight months later. No differences were observed in the total number of satisfactions and stressors expected, but stayers reported experiencing more satisfactions. Stayers and leavers did not differ in the number of stresses experienced. Stayers generally felt that their original expectations had been met while those who left did not.

Dunette, Arvey, and Banas (1973) surveyed 1,000 college graduates who were currently or previously employed by a large company. The subjects, matched for date of employment, were asked about their work motivation, their job expectations prior to and after accepting a job with the company, initial job experiences and current job experiences. The results showed that both those who left and those who stayed were highly optimistic about their jobs before joining the company. (The company's recruiting procedures were highly effective.) Their first job experience, however, was disappointing to both groups. The sources of disenchantment included four of the five areas these people had listed as most important for satisfaction:

(1) feeling of accomplishment, (2) interesting work, (3) opportunity to use abilities, (4) opportunity to get ahead. Only in the area of "salary level" were their expectations met. Those who subsequently stayed with the company later moved into jobs more closely matched to their pre-employment expectations. Those who left the company had later moved into jobs that were equally disappointing. That is, only by changing companies did these individuals find acceptable jobs.

Ross and Zander (1957) found that stayers and leavers entered with similar levels of expectations concerning the degree of autonomy that would be present on the job. Leavers reported being given significantly less autonomy than they expected. Stayers' expectations were met.

Bray, Campbell, and Grant (1974) compared the expectations and behavior of newly hired managers over a period of eight years. They found that the expectations index dropped every year for both successful and unsuccessful performers.

Wanous (1976) assessed the expectations of MBA students from the pre-entry phase to one-month and three months post-entry. The results clearly show that organizational entry caused a decline in intrinsic factors, but not extrinsic factors. Wanous describes intrinsic factors as those items that relate directly to the educational process such as (1) quality of teaching and (2)

level of effort required by the student. Extrinsic factors are tangential to the educational process and include (1) reasonable tuition and (2) warm, personal atmosphere. A similar study of telephone operators showed a decline in both intrinsic and extrinsic factors following entry into the company.

Holberg and Berry (1978) assessed the expectations and experiences of Navy men via the Navy Environment Scale. This scale is an adaptation of the Work Experiences Scale (Insel and Moos, 1974) and contains ten subscales. Holberg and Berry administered the scale to approximately 8,000 men in seven occupational specialties during three phases of enlistment-recruit training, technical school, and first fleet assignment. They administered the scale at the initiation of each of these events and again at a midpoint in each phase. In their data analyses, they examined differences between the seven occupational groups in terms of expectations and perceptions, and performed regression analyses of the relationship between two-year effectiveness and each of the subscales.

Their findings show that men sent directly to the fleet (i.e., apprentices) had the most positive expectations and perceptions of recruit training, but reported the least favorable perceptions of their work setting (machinery repairmen showed similar negative perceptions). From the regression analyses, they found

that all 10 perception subscales contributed to the prediction of two-year retention while only five of the expectations subscales did. In addition, discrepancies between expectations and perceptions were found to effectively differentiate successful and unsuccessful subsamples. Based on this finding, the authors recommended that recruiting and training materials be developed to more accurately portray work environments and job requirements.

#### B. REALISTIC PREVIEW

Weitz (1956) conducted one of the earliest studies of realistic job preview with an insurance company. Based on questionnaire responses from experienced agents of the company, he developed a booklet which described agents' various activities in a typical day and the time spent in each. A matched sample of offices was selected for the study, prospective agents in the experimental offices received a letter from the home office and the booklet; prospective agents in the control offices received neither. The termination rates for each month clearly showed a higher proportion of control group subjects leaving. At the end of the six-month study, 19% of the experimental group had terminated versus 27% of the control group. Further, the experimental offices showed no decrement in attracting new hires as a result of the realistic preview booklet.

Macedonia (1969) examined the effects of realistic preview on acceptance, performance, and survival rates of cadets at the U.S. Military Academy at West Point. He surveyed freshmen at the Academy on time usage; seniors, on perceived climate. He constructed a preview booklet based on their responses and mailed it to 568 of the 1260 cadets who had made written acceptance of their appointments, prior to entry at summer training. At entry, the refusal rate was significantly higher than that of experimental subjects. After one year, the attrition rate of control subjects was significantly higher than that of experimental subjects. Thus, subjects given the preview booklet were more likely to accept their appointment (as evidenced by reporting for summer training) and were more likely to remain at the Academy. No difference was found in the performance of the two groups, based on peer ratings.

Ilgen and Seely (1974) revised the booklet used by Macedonia, basing it on interviews and critical incidents solicited from cadets and officers. The booklet candidly described the rigors of summer training and the daily routine of the academic year. Both the mundane and the stressful aspects of each were included. Drafts of the booklets were submitted to other cadets and officers to assess their accuracy and relevance. The booklets were then mailed before the beginning of summer training, to one-fifth of the new cadets who had submitted written



acceptance of their appointments. Voluntary resignations over the two-month summer training period of the experimental group of cadets were compared to a randomly selected control group of new cadets who reported for summer training (N = 234 in each group). Results showed that 27 control subjects (11.5%) and 14 experimental subjects (6%) resigned during summer training. The difference between these proportions was statistically significant ( $p < .05$ ) and "supported the hypothesis that candid information presented after the decision to participate but before entering the organization reduced the probability of voluntary resignation."

Wanous (1973) studied the effects of a realistic preview on job acceptance, expectations, and survival of telephone operators. Half of the applicants (all had been offered employment) were shown the traditional recruiting film; half, an experimental film. The "script" for the experimental film was developed from three sources of information: (1) a questionnaire administered to 88 experienced operators; (2) interviews with operators and their supervisors; (3) personal experience on the job. In addition, managers and operators were asked for their comments on the accuracy of the film. The experimental film contained both "good" and "bad" aspects of the job. The results showed that (1) the films had no effect on job acceptance--practically all experimental and control

subjects accepted; (2) experimental subjects had lower initial job expectations--but only on film-related aspects; (3) after one month, experimental subjects had fewer thoughts of leaving the organization; and (4) after three months, 62% of the experimental subjects and 50% of the control subjects were still on the job. No significant differences in performance were observed for the two groups. (NOTE: This last finding was not reported in Wanous' 1973 report, but was included in the table he developed for the 1977 overview).

Farr, O'Leary, and Bartlett (1973) examined the job refusal rate and turnover rate of sewing machine operators who, prior to accepting a job offer, were given simulated work experience on the machines. They found that these women were somewhat more likely to refuse the job offer, though this difference was not statistically significant. After six weeks on the job, the survival rate of the preview group was significantly higher than that of the control group. However, this difference was true only for white subjects, not blacks.

Another application of realistic preview in a military setting was conducted by Harner, Meglino, and Mobley (1977). They developed an 80-minute videotape that realistically depicts the events and rigors of Marine Corps recruit training. Initially, they conducted extensive interviews with new recruits, recruits in training, and

recent graduates to determine (1) aspects of training that are of greatest concern for new recruits, (2) methods used to successfully cope with training, (3) frequently-asked questions and (4) advice to new recruits. These interviews, combined with discussions with Drill Instructors and others, provided a guide for the content and sequence of the tape. A second round of interviews was conducted and tape recorded to provide "voice-overs" for the videotape. Video sequences were recorded on location using actual personnel. The tape presents a factual picture of recruit training from arrival to graduation. Greater detail was provided for events early in training, as a counter attrition measure, and to aspects of training which caused most concern. Also included were justifications for the use of certain procedures, advice on how to cope, e.g., Drill Instructors describe what they expect from recruits, graduates give advice.

The experimental study of the impact of the realistic preview compared (1) a treatment platoon, who saw the realistic preview videotape, (2) a placebo platoon, who saw a film on the history of the Marine Corps, and (3) two control platoons, who saw neither. On the second day of training, all groups completed a questionnaire on their expectations. Groups 1 and 2 were then shown the films described above. Later that same day, Groups 1 and 2 again completed the questionnaire on their expectations. Surveys

were administered to all groups three weeks later and to all attritees.

Analysis of recruit training attrition and the first two questionnaires showed that experimental groups (1) had the lowest attrition, (2) had higher proportion of "set-back" recruits graduate, (3) viewed the Marine Corps in a more positive light, (4) expressed a greater intention to reenlist, (5) viewed themselves and fellow platoon members as less capable (following their viewing of the realistic film). The researchers interpreted this last finding as reflecting a changed picture of recruit training. That is, the subjects did not necessarily view themselves as less capable in absolute terms, but rather viewed recruit training as more rigorous. Report of additional analyses is scheduled for completion in the near future (Olson, 1979).

#### C. SUMMARY

These studies suggest that (1) new recruits frequently have inaccurate expectations of their jobs, (2) newcomers are more likely to remain with the organization if their expectations are met, and (3) the longer the individual stays with an organization, the lower his expectations (that is, the more discrepant his present perceptions are from his initial expectations). Thus, these findings support the notion that realistic expectations increase the

likelihood that newcomers will remain in the organization and uphold the use of a realistic job preview.

In 1979 Olson extended these findings to Navy members by developing the EPICS (Enlisted Personnel Individualized Career System) program. His theory was that a realistic preview may alter sailors' expectations of shipboard life and make them more satisfied with the work environment.

Currently the Navy Personnel Research and Development Center in San Diego is conducting a longitudinal analysis to identify factors that are predictive of attrition of first-term Navy personnel. A questionnaire was developed that addressed the relationship between attrition and individual and organizational factors. This questionnaire was administered to 4,911 recruits during their fourth day of recruit training to obtain information on their background, motivations for joining, general attitudes toward the Navy, personality dimensions, rated desirability of work outcomes, and expectancies of realizing those outcomes in the Navy and civilian environments. A follow-on questionnaire was administered to the 3,672 recruits still on active duty during the last week of recruit training. Eight months later a sample of the original cohort filled out another questionnaire to compare attitudes, perceptions, and experience in 'A' School and apprentice training. This is an ongoing study that will follow the original cohort throughout their Navy career.

### III. METHOD

Four data bases were used to assist in evaluating the hypothesis that expectations concerning military life has an effect on attrition. The first data base, AFEES Survey, gathered responses to expectation questions prior to the enlistee experiencing military life. The second data base, DOD Survey, examines the enlisted man's expectations and feelings toward Navy life throughout his first enlistment. The third set of data displays attrition over time for a cohort group enlisting during the same time frame established for the first two data bases. All three assisted in the formulation of the fourth data base; an interview focusing on the expectation - attrition question.

#### A. AFEES SURVEY: THE 1979 DEPARTMENT OF DEFENSE SURVEY OF PERSONNEL ENTERING MILITARY SERVICE

This survey is one of several interrelated collection efforts of the Rand - DOD Survey Group, a component of the Rand Manpower, Mobilization, and Readiness Program. The survey group's objectives includes the systematic examination and provision of policy-sensitive information about the military life cycle. The military life cycle includes both reserve and active force enlistment

decisions, experiences, career orientations, responses to policies that affect military members and their households, and decisions to leave the military.

The 1979 DOD Survey of Personnel Entering Military Service was administered to enlistees at the Armed Forces Entrance Examination Stations (AFEES) immediately after they were sworn in. The purpose of the survey, referred to as the AFEES Survey, was to provide the Office of the Secretary of Defense (OSD) and the military Services with the data that can be used in policy formulation and research, especially in the areas of accession and first-term attrition of Active Force enlisted personnel. It is the only survey administered to personnel in all four Services at an identical point in their military career, i.e. immediately on enlistment.

To simplify administration and provide sufficient cases for analysis of various subgroups, e.g., service, region, recruiting district, and education group; the design called for interviewing 100 percent of the survey-eligible respondents during two designated 20-day periods. The portion of the survey used in this thesis was administered from 18 March until 18 June 1979 at all 67 AFEES stations. A total of 1,023 respondents met the criteria of interest: joining the Navy, male, and first enlistment.

The AFEES Survey was statistically processed using programs from the Statistical Package for the Social Sciences - SPSS (Nie, Hull, Jenkins, Steinreuner, and Bent, 1975). The survey contains 85 questions, of which the nine most pertinent to this study are listed in Table 1. These questions were selected for further study from the others by eliminating demographic and background questions. Question 84 allowed the enlistee an opportunity to express the relative satisfaction he perceived he would get from the Navy: Q84, How satisfied or dissatisfied do you think you will be with military life? This question provided a frequency response which is used as an initial indicator of expectations prior to any exposure to military service.

TABLE 1

Questions Taken From AFEES 1979 Survey for Analysis

Q11 Below are some reasons that people join the military. Please tell us if each one is TRUE or NOT TRUE for you.

- A. I enlisted because I was unemployed and couldn't find a job
- B. I enlisted to give myself a chance to be away from home on my own
- C. I enlisted because the military will give me a chance to better myself in life
- D. I enlisted because I want to travel and live in different places
- E. I enlisted to get away from a personal problem
- F. I enlisted because I want to serve my country



- G. I enlisted because I can earn more money than I could as a civilian
- H. I enlisted because it is a family tradition to serve
- I. I enlisted to prove that I can make it
- J. I enlisted to get trained in a skill that will help me get a civilian job when I get out
- K. I enlisted because I can get money for a college education

Q15 If you could choose the length of your first enlistment, how many years of active duty would you sign up for?

Q16A The next question is about your military job. Please tell us if each thing listed below is TRUE or NOT TRUE for you.

- 1. I knew the kind of military job I wanted before I came in today
- 2. I knew the kind of military job I qualified for before I came in today
- 3. I didn't qualify for the kind of military job I wanted
- 4. The counselor told me about several jobs I didn't want
- 5. A job I wanted wasn't available for the time I wanted to go
- 6. The counselor told me which military job was best for me
- 7. The military job I got is different from the kind I had in mind
- 8. The kind of military job I got didn't really matter to me

Q16B How satisfied are you with the military job you signed up for?

- Very satisfied .....1
- Somewhat satisfied.....2
- Neither satisfied nor dissatisfied.....3
- Somewhat dissatisfied.....4
- Very dissatisfied.....5

Q32 AS OF TODAY, what is the highest grade or year of regular school you have COMPLETED? (If you have a GED, mark the last grade you completed in regular school.)

Q39 What is the highest grade or year of regular school you think you will ever complete in the future? (If your highest grade will be a GED certificate, mark 12.)

Q82 Do you think you will reenlist at the end of your first enlistment?

Q83 Altogether, how long do you think you will stay on active duty in the military?

Q84 How satisfied or dissatisfied do you think you will be with military life? Use the line below to record your answer. People who expect to be Very Satisfied would circle 7. People who think they will be Very Dissatisfied would circle 1. Other people may have opinions somewhere between 1 and 7. Mark one number on the line below.

VERY DISSATISFIED				VERY SATISFIED			
0	0	0	0	0	0	0	0
1	2	3	4	5	6	7	

B. DOD SURVEY: THE 1978 DEPARTMENT OF DEFENSE SURVEY OF OFFICERS AND ENLISTED PERSONNEL

This survey is another in a series of interrelated data collection efforts of the Rand - DOD Survey Group, a component of Rand's Manpower, Mobilization and Readiness Program. The survey focuses on the in-service population; the men and women on active duty in all four Services. The purpose of the survey is to provide the Office of the Secretary of Defense (OSD) and the military services with data for policy formulation and research. It is the only survey administered to personnel in all Services from which valid statistical inferences can be drawn concerning the entire military population.

The survey was designed to be administered in four questionnaire variants, two alternate forms for enlisted personnel and two for officers. Form 1, 1978 DOD Survey of Enlisted Personnel was used in this thesis. It deals primarily with economic issues, civilian employment, orientation to different reenlistment options, and retirement.

The DOD Survey was fielded in January 1979 to a worldwide sample of approximately 93,000 men and women in all four Services. A total of 1089 met the criteria of interest for this thesis: Navy, male, on active duty during their first enlistment, and presently on sea-duty.

As with the AFEES Survey, the DOD Survey was statistically processed using programs from SPSS. This survey contains 110 questions. The 13 most pertinent questions are listed in Table 2. The questions were selected for further study from the others by eliminating demographic and background questions. Also factor-analytic techniques proved useful in determining which questions to study. The Eigen Values of factor 1 - 6.76, factor 2 - 2.66, and factor 3 - 1.60 provided a natural break between factors 2 and 3, and thus a process to eliminate nonsignificant questions. The frequency response to DOD questions 104A and 105 were obtained because they pertain directly to this study: Q104A, Military life is about what I expected it to be? Q105, How satisfied or dissatisfied

are you with the military as a way of life? A look at the influence that Q104A and Q105 have on each other is provided via cross-tabulation. The mean response to the same two questions over the first six years of service was also included for analysis.

TABLE 2

Questions Taken From DOD 1978 Survey for Analysis

Q20 How likely are you to reenlist at the end of your current term of service? Assume that no Reenlistment Bonus Payments will be given but that all other special pays which you currently receive are still available.

(Mark one)

- 0 Does not apply, I plan to retire.
- 0 ( 0 in 10 ) No chance
- 0 ( 1 in 10 ) Very slight possibility
- 0 ( 2 in 10 ) Slight possibility
- 0 ( 3 in 10 ) Some possibility
- 0 ( 4 in 10 ) Fair possibility
- 0 ( 5 in 10 ) Fairly good possibility
- 0 ( 6 in 10 ) Good possibility
- 0 ( 7 in 10 ) Probable
- 0 ( 8 in 10 ) Very probable
- 0 ( 9 in 10 ) Almost sure
- 0 (10 in 10 ) Certain
- 0 Don't know

Q22 How likely would you be to reenlist at the end of your current term if you were guaranteed a choice of location for your next tour? Assume that no Reenlistment Bonus Payments will be given but that all other special pays which you currently receive are still available.  
(Mark one)

- ☐ ( 0 in 10 ) No Chance
- ☐ ( 1 in 10 ) Very slight possibility
- ☐ ( 2 in 10 ) Slight possibility
- ☐ ( 3 in 10 ) Some possibility
- ☐ ( 4 in 10 ) Fair possibility
- ☐ ( 5 in 10 ) Fairly good possibility
- ☐ ( 6 in 10 ) Good possibility
- ☐ ( 7 in 10 ) Probable
- ☐ ( 8 in 10 ) Very probable
- ☐ ( 9 in 10 ) Almost sure
- ☐ (10 in 10 ) Certain
- ☐ Don't know

Q23 How likely would you be to reenlist at the end of your current term if military personnel in your career field received a \$4,000 bonus? (Mark One)

- ☐ ( 0 in 10 ) No Chance
- ☐ ( 1 in 10 ) Very slight possibility
- ☐ ( 2 in 10 ) Slight possibility
- ☐ ( 3 in 10 ) Some possibility
- ☐ ( 4 in 10 ) Fair possibility
- ☐ ( 5 in 10 ) Fairly good possibility
- ☐ ( 6 in 10 ) Good possibility
- ☐ ( 7 in 10 ) Probable
- ☐ ( 8 in 10 ) Very probable
- ☐ ( 9 in 10 ) Almost sure
- ☐ (10 in 10 ) Certain
- ☐ Don't know

Q24 How likely would you be to reenlist at the end of your current term of service if military personnel in your career field received an \$8,000 bonus? (Mark one)

- ☐ ( 0 in 10 ) No Chance
- ☐ ( 1 in 10 ) Very slight possibility
- ☐ ( 2 in 10 ) Slight possibility
- ☐ ( 3 in 10 ) Some possibility
- ☐ ( 4 in 10 ) Fair possibility
- ☐ ( 5 in 10 ) Fairly good possibility
- ☐ ( 6 in 10 ) Good possibility
- ☐ ( 7 in 10 ) Probable
- ☐ ( 8 in 10 ) Very probable
- ☐ ( 9 in 10 ) Almost sure
- ☐ (10 in 10 ) Certain
- ☐ Don't know

Q25 How likely would you be to reenlist at the end of your current term of service if a TWO YEAR REENLISTMENT PERIOD were available? Assume that no Reenlistment Bonus Payments will be given, but that all other special pays which you currently receive are still available. (Mark one)

- ☐ ( 0 in 10 ) No Chance
- ☐ ( 1 in 10 ) Very slight possibility
- ☐ ( 2 in 10 ) Slight possibility
- ☐ ( 3 in 10 ) Some possibility
- ☐ ( 4 in 10 ) Fair possibility
- ☐ ( 5 in 10 ) Fairly good possibility
- ☐ ( 6 in 10 ) Good possibility
- ☐ ( 7 in 10 ) Probable
- ☐ ( 8 in 10 ) Very probable
- ☐ ( 9 in 10 ) Almost sure
- ☐ (10 in 10 ) Certain
- ☐ Don't know

Q28 Think for a minute about other military personnel who have the total years of service that you have. Which of the following statements best describes when you expect your next promotion?

- ☐ Does not apply, I plan to retire
- ☐ Does not apply, I plan to leave the service soon
- ☐ Does not apply, I do not expect any more promotions
  - ☐ EARLIER than most people who have the same total years of service
  - ☐ AT ABOUT THE SAME TIME as most people who have the same total years of service
  - ☐ LATER than most people who have the same total years of service

Q44 What do you consider to be your main racial or ethnic group? (Mark one)

- ☐ Afro-American/Black/Negro
- ☐ American Indian/Alaskan Native
- ☐ Hispanic/Puerto Rican/Mexican/Cuban/Latin/Chicano/Other Spanish
- ☐ Oriental/Asian/Chinese/Japanese/Korean/Filipino/Pacific Islander
- ☐ White/Caucasian
- ☐ Other (Specify): \_\_\_\_\_

Q98 If you were to leave the service NOW and try to find a civilian job, how likely would you be to find a good civilian job? (Mark one)

- ☐ ( 0 in 10 ) No Chance
- ☐ ( 1 in 10 ) Very slight possibility
- ☐ ( 2 in 10 ) Slight possibility
- ☐ ( 3 in 10 ) Some possibility
- ☐ ( 4 in 10 ) Fair possibility
- ☐ ( 5 in 10 ) Fairly good possibility
- ☐ ( 6 in 10 ) Good possibility
- ☐ ( 7 in 10 ) Probable
- ☐ ( 8 in 10 ) Very probable
- ☐ ( 9 in 10 ) Almost sure
- ☐ (10 in 10 ) Certain
- ☐ Don't know

Q100 Suppose you were to leave the service NOW and try to find a civilian job. How likely would you be to find a civilian job that uses the skills in your military career field?

- 0 ( 0 in 10 ) No Chance
- 0 ( 1 in 10 ) Very slight possibility
- 0 ( 2 in 10 ) Slight possibility
- 0 ( 3 in 10 ) Some possibility
- 0 ( 4 in 10 ) Fair possibility
- 0 ( 5 in 10 ) Fairly good possibility
- 0 ( 6 in 10 ) Good possibility
- 0 ( 7 in 10 ) Probable
- 0 ( 8 in 10 ) Very probable
- 0 ( 9 in 10 ) Almost sure
- 0 (10 in 10 ) Certain
- 0 Don't know



Civilian Job Would Be A Lot Better	Civilian Job Would Be Slightly Better	About the Same In A Civilian And Military Job	Civilian Job Would Be Slightly Worse	Civilian Job Would Be A Lot Worse
---	--	--	---	--

- 38

Q103 Suppose you left the service NOW. How do you think the total military compensation you are receiving now (pay and benefits) would compare with the total compensation (pay and benefits) you would receive in a civilian job? (Mark one)

- ☐ A lot more in the military
- ☐ A little more in the military
- ☐ About the same in a military and civilian job
- ☐ A little more in civilian life
- ☐ A lot more in civilian life
- ☐ I have no idea what I could earn in civilian life

Q104A How much do you agree or disagree with each of the following statement about military life?

Life in the military is about what I expected it to be.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Q105 Now, taking all things together, how satisfied or dissatisfied are you with the military as a way of life? (Mark the number which shows your opinion.)

VERY  
DISSATISFIED

VERY  
SATISFIED

0      0      0      0      0      0      0  
1      2      3      4      5      6      7

#### C. DEFENSE MANPOWER DATA CENTER - 1979 NAVY ENLISTED COHORT

The Defense Manpower Data Center (D.M.D.C.), among other things, provides the Department of Defense with data related to manpower issues. D.M.D.C. became involved in longitudinal studies concerning attrition rates for all U.S. Military Services in 1973. Their overall objective is to provide an accurate data base on which further studies can be developed.

The data from one of the D.M.D.C. studies provided enlisted service statistics on reasons for discharge, length of service at discharge, and percent of cohort lost. The 1979 Navy, non-prior service cohort was separated from the main study to match the needs of this study. This subset furnished 53,083 Navy personnel who had enlisted during FY 1979. Their attrition data is available through September 1981. The data beyond this time frame is still in the process of being updated and therefore will not be used.

#### D. PERSONAL INTERVIEW

Fifty-three Navy personnel at the Treasure Island Discharge Processing Center were interviewed by me, with the analysis of the expectancy effect on attrition question being the focal point.

There are four Discharge Processing Centers similar to the one at Treasure Island that the Navy uses to process personnel out of the Service for both honorable and less than honorable discharge reason. My interests were with those personnel who for some reason (excluding hard core discharge types) would not be finishing their obligated service and met the same restrictions used in analyzing the DOD survey: Navy , male, first-term, and on sea duty. There were 44 interviews that met all the criteria.

The interviews were conducted over a two-day period: Tuesday, October 5th and Wednesday, October 6th, 1982. These days were chosen because the highest population would be available to interview, approximately 60 individuals. Persons awaiting discharge start the processing-out procedures on Monday and finish by Friday. Some of the personnel were unavailable for the interview due to medical, administrative, etc., reasons; but the 44 useable interviews are felt to be an even cross-section of those awaiting early discharge.

A closed room was used with only myself and the person being interviewed in the room. I wore a civilian suit to eliminate the Officer - Enlisted barrier as much as possible. I did find a need to assure each interviewee that I was not a plain-clothes law officer. All interviews were conducted during normal working hours with minimal interruption to the checking-out process. Each interview

lasted approximately 20 minutes; however, many felt more talkative and remained longer.

With each interview I explained the pupose of the interview in general terms: "I'm working with a group from Monterey studying why people get out of the Navy before their enlistment is up". I also explained that I wanted no names and that their answers would remain anonymous.

Each interview was carried on as a conversation between two people with no fixed questions asked; however, the following points were brought out during the interview: reason for discharge (no specifics were pressed since this seemed to be a touchy subject), reason for joining the Navy and what influenced their enlistment decision, training expected, training received, duty assignment after schooling, overall was the Navy what was expected, and what influenced expectations concerning the Navy.

#### E. DATA ANALYSIS SUMMARY

The cohort data for both the AFES and DOD surveys were statistically processed using programs from the Statistical Package for the Social Sciences -- SPSS (Nie, Hull, Jenkins, Steinreuner, & Bent, 1975). Frequencies were computed for total numbers of cohort members meeting the criteria; Navy, male, first term and on sea duty for the DOD Survey and Navy, male and first enlistment for the AFES Survey. Cross tabulation was performed on pertinent

DOD questions (Q104A, Q105). The attrition among Non-Prior Service, Navy males was plotted over time. Factor Analysis was performed on the DOD Survey with emphasis on evaluating the relationship of expectancy and attrition. The interview data were compiled by frequency response and reason for response.

The sequence of events appear for analysis as such: first, Navy males interviewed at AFEES station prior to any experience with the military (AFEES Survey 1979); second, a large cross-sectional survey conducted during same time frame (DOD Survey 1978, fielded in 1979); third, the cohort who enlisted in fiscal year 1979 was followed by DMDC, giving attrition by reason; last, a personal interview conducted with 44 personnel who matched all of the criteria set for the DOD and AFEES Surveys, and who, for one reason or another, were not completing their original obligated service.

#### IV. FINDINGS

##### A. COHORT DISTRIBUTION - AFEES SURVEY

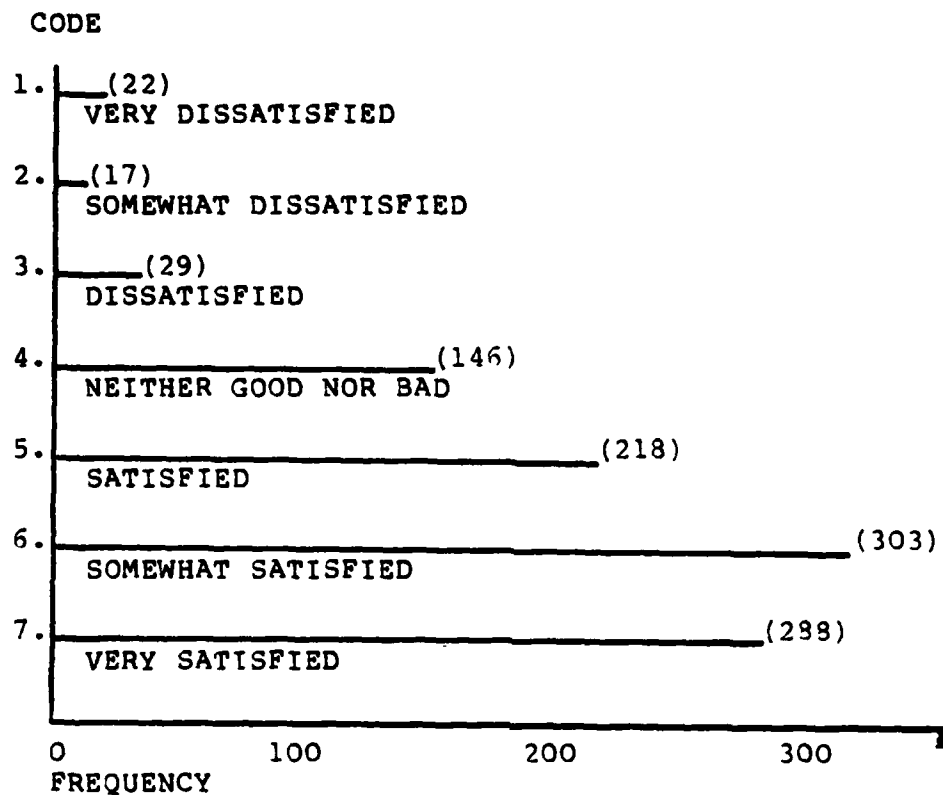
The responses of 1,023 valid cases to the AFEES Survey question: How satisfied or dissatisfied do you think you will be with military life, are displayed in Figure 1. These respondents (Navy, male, first enlistment) expressed their expectations of military life just prior to joining the Navy. Their responses yielded a significant ( $P < .001$ ) chi-square goodness-of-fit statistical test.

##### B. COHORT DISTRIBUTION - DOD SURVEY

Figure 2 displays the frequency response for Navy, males, on sea duty and currently in their first enlistment, to the DOD question Q104A: Military life is about what I expected it to be. The respondents to this question were distributed (in time) throughout their first enlistment, their mean response as a function of time is displayed in Figure 4. There were 1,070 valid cases and a statistical significance value at ( $P < .001$ ) for chi-square goodness-of-fit statistical test.

Figure 3 demonstrates the frequency response for Navy, males, on sea duty and currently in their first enlistment, to the DOD question Q105: How satisfied or dissatisfied are you with the military as a way of life. There were

1,078 valid cases with a statistical significance (at  $P < .001$ ) for a chi-square goodness-of-fit statistical test.



MEAN 5.524

STANDARD ERROR 0.043

STANDARD DEVIATION 1.378

VARIANCE 1.899

VALID CASES 1023

MISSING CASES 163

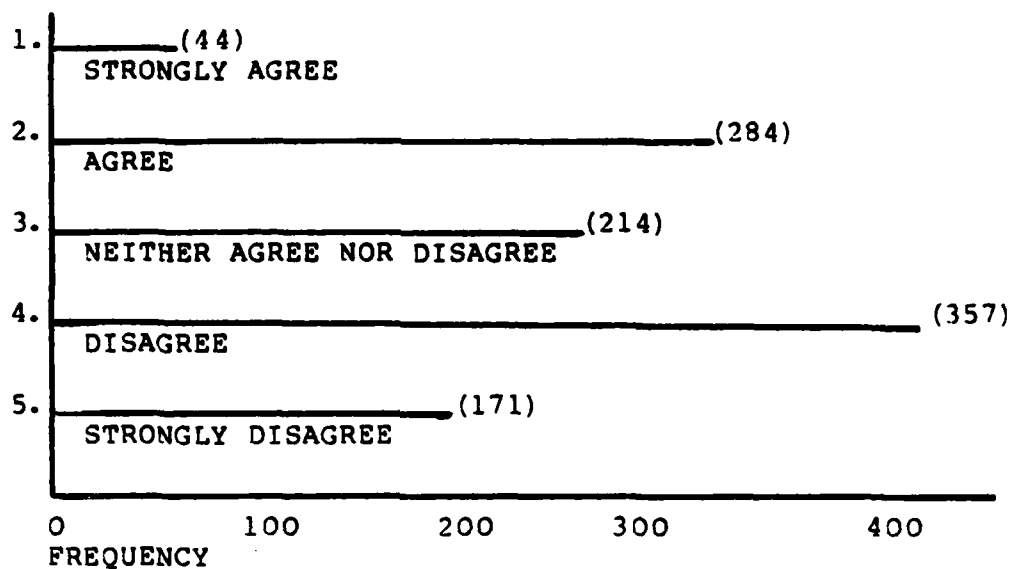
Probability that this distribution is observed by chance is less than .001, CHI SQUARE 652 WITH 6 DEGREES OF FREEDOM

FIGURE 1. Q84-AFEES Response from Navy-Male-First Enlistment Personnel.

Q84-AFEES: How Satisfied or Dissatisfied do you think you will be with Military Life?



CODE



MEAN 3.306

STANDARD ERROR 0.035

STANDARD DEVIATION 1.145

VARIANCE 1.311

VALID CASES 1070

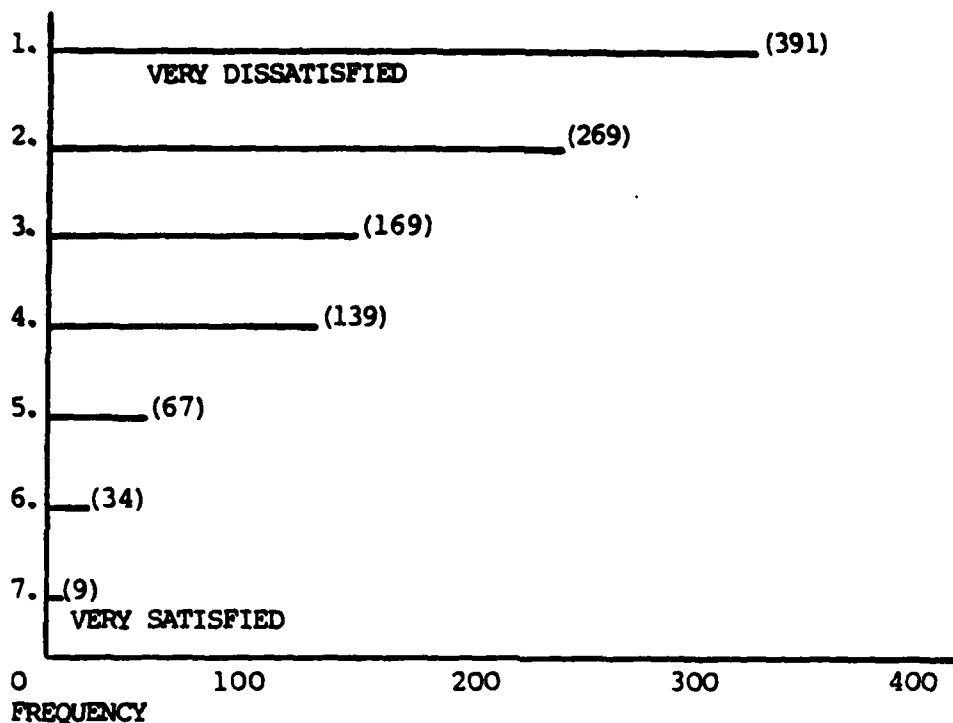
MISSING CASES 19

Probability that this distribution is observed by chance is less than .001, CHI SQUARE 252 WITH 4 DEGREES OF FREEDOM

Figure 2. Q104A-DOD Response from Navy-Male-First Term-on Sea Duty

Q104A-DOD: Military Life is about what I expected it to be.

CODE



MEAN 2.406

STANDARD ERROR 0.045

STANDARD DEVIATION 1.465

VARIANCE 2.145

VALID CASES 1078

MISSING CASES 11

Probability that this distribution is observed by chance is less than .001, CHI SQUARE 732 WITH 6 DEGREES OF FREEDOM

Figure 3. Q105-DOD Response from Navy-Male-First Term-on Sea Duty

Q105-DOD: How Satisfied or Dissatisfied are you with the Military as a way of Life?

Cross-tabulation of question Q104A and question Q105 is displayed in Table 3. The 1,068 cases compared presented a significance level at ( $P < .001$ ) with a Pearson correlation coefficient of  $-0.380$ . The cross-tabulation table displays a relationship between being satisfied with life in the military and expectations of military life.

#### C. DOD SURVEY RESPONSE OVER TIME

Figures 4 and 5 present the responses to questions Q104A (Military life as expected) and question Q105 (Satisfaction with military life) as a function of time. The mean response to each question is plotted, with population of respondents indicated in parenthesis. Each figure displays responses that include a standard first enlistment cycle (4 years) and a 6 year advanced training enlistment response. With one of the data criteria being that the respondent must be on sea duty, the population below the 12 month mark was too small to stand alone as a display of response by month-of-service. The 32 population at the 12 month point is a combination of all respondents with 12 months or less service.

TABLE 3

Crosstabulation of DOD Q104A, Military Life as Expected by DOD Q105, satisfied with Military Life for Navy-Male-First Term (Enlisted)-On Sea Duty

COUNT		Q105							
ROW #	COL #	VERY DISSATISFIED					VERY SATISFIED		ROW TOTAL
TOTAL #		1.	2.	3.	4.	5.	6.	7.	
Q104A		9	4	8	8	2	10	3	44
STRONGLY AGREE	1.	20.5	9.1	18.2	18.2	4.5	22.7	6.8	4.1
		2.3	1.5	4.8	5.8	3.1	29.4	33.3	
		0.8	0.4	0.7	0.7	0.2	0.9	0.3	
AGREE	2.	59	70	54	57	30	12	2	284
		20.8	24.6	19.0	20.1	10.6	4.2	0.7	26.6
		15.3	26.1	32.1	41.3	46.2	35.3	22.6	
		5.5	6.6	5.1	5.3	2.8	1.1	0.2	
NEITHER AGREE - DISAGREE	3.	55	55	37	39	19	8	0	213
		25.8	25.8	17.4	18.3	8.9	3.8	0.0	19.9
		14.2	20.5	22.0	28.3	29.2	23.5	0.0	
		5.1	5.1	3.5	3.7	1.8	0.7	0.0	
DISAGREE	4.	138	112	60	29	12	4	2	357
		38.7	31.4	16.8	8.1	3.4	1.1	0.6	33.4
		35.8	41.8	35.7	21.0	18.5	11.8	22.2	
		12.9	10.5	5.6	2.7	1.1	0.4	0.2	
STRONGLY DISAGREE	5.	125	27	9	5	2	0	2	170
		73.5	15.9	5.3	2.9	1.2	0.0	1.2	15.9
		32.4	10.1	5.4	3.6	3.1	0.0	22.2	
		11.7	2.6	0.8	0.5	0.2	0.0	0.2	
COLUMN TOTAL		386	268	168	138	65	34	9	1068
		36.1	25.1	15.7	12.9	6.1	3.2	0.8	100.0

CHI SQUARE = 259 WITH 24 DEGREES OF FREEDOM, SIGNIFICANCE (P<.001)

PEARSON CORRELATION COEFFICIENT = -0.38 CASES = 1068, SIGNIFICANCE (P<.001)

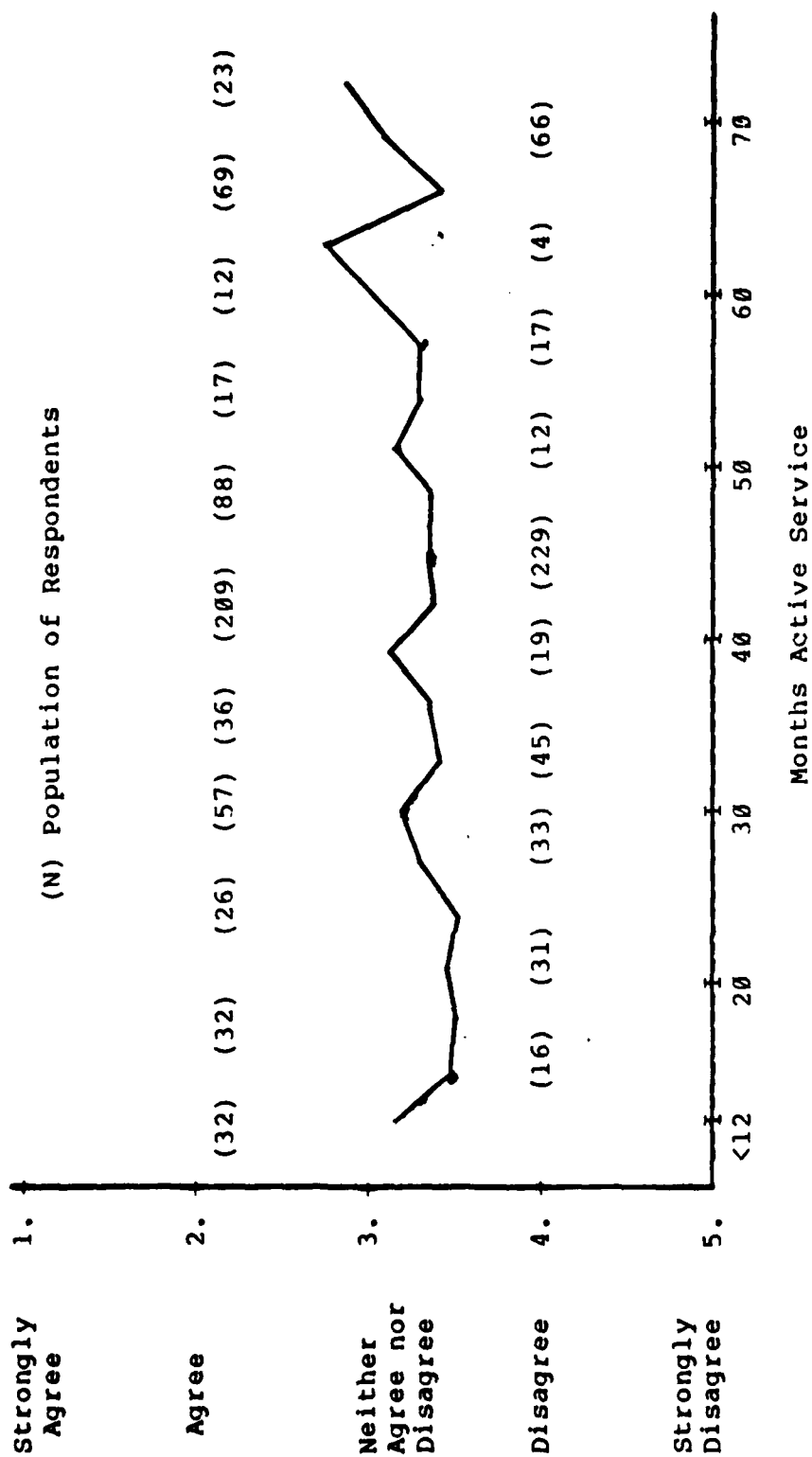


FIGURE 4

Mean Response of Navy-Male-First Term On Sea Duty, Over Time, to Q104A DOD, Military Life as Expected.

Total population = 1073

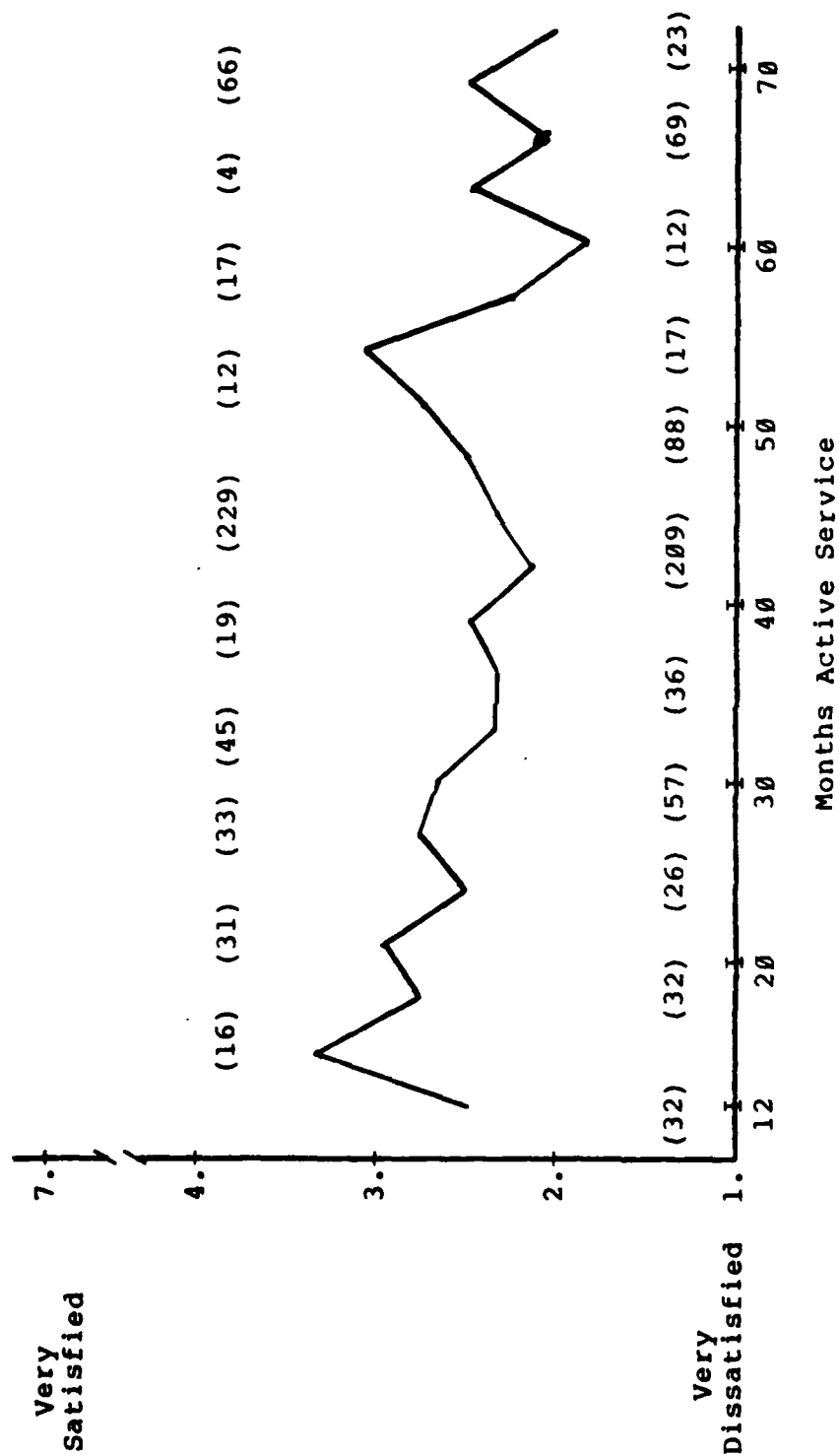


FIGURE 5

Mean response of Navy-Male-First term-On Sea Duty,  
Over Time, to Q105 DOD, Satisfaction with Military Life.

Total Population = 1073

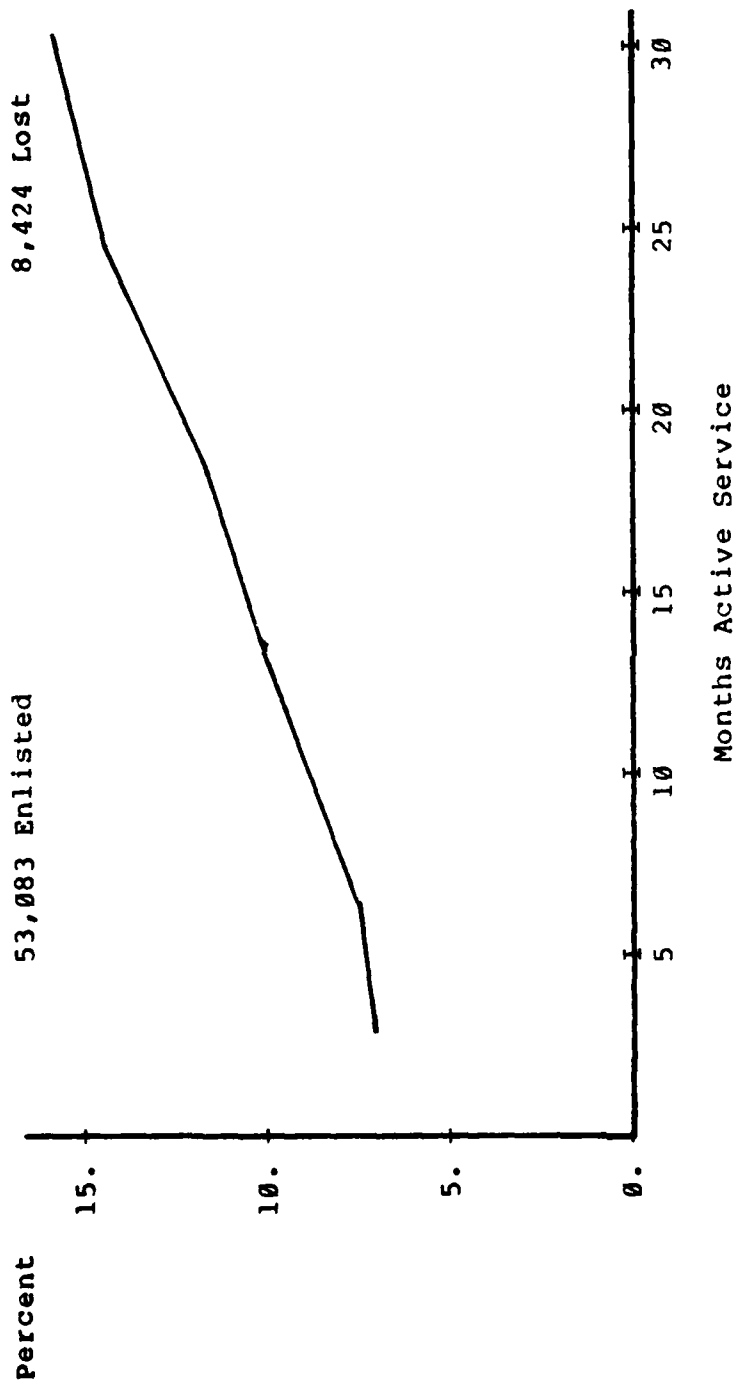


FIGURE 6

Cumulative Percentage of Navy Personnel who Enlisted in Fiscal Year 1979 But Were Discharged for Failure to Meet Minimum Behavioral of Performance Criteria

#### D. ATTRITION COHORT

The attrition rate of the 53,083 persons who enlisted in fiscal year 1979 is displayed in Figure 7. Their cumulative percent attrition rate is plotted over time. "Time" being the group's time in the Navy, thus ending at 30 months (the present). This cohort was selected because their enlistment year coincides with the administration of both the AFEEES Survey and the DOD Survey.

#### E. AFEEES/DOD SURVEY INFERRED FACTORS

Both surveys (questions from Tables 1 and 2) were analyzed separately using the SPSS subprogram for principal factoring with iterations. The results produced five principal factors for the AFEEES Survey and two principal factors for the DOD survey.

##### 1. AFEEES Factor 1: Personal Growth and Independence

Factor 1 is derived entirely from the responses to question 11. Here the enlistee expressed his reasons for joining the Navy: get away from home, travel, serve my country, prove I can make it, get training, etc., as listed in the first page of Table 4. Significant factor loading indicates that the man joining the Navy in 1979 intended to improve himself and become independent of the home life he was about to leave behind.



2. AFEES Factor 2: Military Expectations

The factor-analytic technique used produced the enlistees' military expectations as the second factor. Table 4 (factor 2 of 5) indicates that the would-be recruit places significant emphasis on his expectations concerning his satisfaction with military life. Included in this factor are his initial obligation and plans for the future in regard to military service.

3. AFEES Factor 3: Thwarted Job Aspirations

It is seen that the majority of the emphasis is placed on whether or not the job desired was available. Being placed into a job that was different than the one desired received the most significant loading (.62). Here the inductee is expressing his concern in relation to his aspirations.

4. AFEES Factor 4: Educational Development

The new recruit is tying in his present education with those he expects to gain through the three questions that make up factor 4. He may not be enlisting for the sole purpose of improving his education; However, his educational development is a part of his enlistment decision.

5. AFEES Factor 5: Job Expectations

Knowing what jobs you are qualified for and what jobs you desire proves to be an integral part of the enlistment decision. The last of the AFEES factors

developed the least influence; however, it helped to formulate the interview questions discussed later in this thesis.

6. DOD Factor 1: Incentives to Reenlist

The size of the reenlistment bonus is seen to be the most influential component of this factor (Table 5). In keeping with the expectations/satisfaction aspect, the satisfaction with military life came through as the least important component in relation to reenlistment, never the less, it is still significant (factor load of .50). The influence of expectation fulfillment as seen by the experienced Navy man would have to be traced back to the cross-tabulation (Table 3) relationship between satisfaction with Navy life and expectation of Navy life. Of those surveyed (N = 1,069), 44% indicated they were dissatisfied and that they disagree with finding life to be as expected in the Navy.

7. DOD Factor 2: Civilian Versus Military Job Satisfaction

Training opportunities, chance for promotion, job security, etc., as seen in Table 5 (factor 2 of 2), makes up the components of factor 2. The spectrum of military versus civilian elements is tied into expectations/attrition question via Q105, satisfied with military life. The expectation question Q104A, military life as expected, was not significant enough to be included

in this table (factor load of .30), but its influence can again be inferred through the cross-tabulation relationship displayed in Table 3.

TABLE 4

Principal Component Factor Analysis (Varimax Rotation)  
of the 1979 DOD Survey of Personnel Entering Military  
Service: Five Major Factors Related to  
Expectations/Attrition for Navy-Male-First Enlistment

Factor 1 of 5

Variables	Labels	Factor Loading
Q11B	Reasons-Get away from home	.55
Q11D	Reasons-Travel	.54
Q11F	Reasons-Serve my country	.52
Q11I	Reasons-Prove I can make it	.52
Q11J	Reasons-Get training	.49
Q11G	Reasons-Get more money	.49
Q11E	Reasons-Get away from personal problems	.48
Q11H	Reasons-Family tradition	.46
Q11C	Reasons- Better myself	.44
Q11K	Reasons-Money for college	.31
Factor 1 of 26 (ALL), Eigen Value=3.66		Percent of Variance=14.2
Factor 1 of 5 Eigen Value = 2.92		Percent of Variance=38.6

AFEEs FACTOR 1: PERSONAL GROWTH AND INDEPENDENCE

TABLE 4 (cont.)

## Factor 2 of 5

Variables	Labels	Factor Loading
Q84	Expected satisfaction	.86
Q83	Expected total years active duty	.74
Q82	Plan to reenlist	.58

Factor 2 of 26(ALL) , Eigen Value=2.54      Percent of Variance=9.8

Factor 2 of 5 , Eigen Value=2.06      Percent of Variance=27.2

## AFES FACTOR 2: MILITARY EXPECTATIONS

## Factor 3 of 5

Variables	Labels	Factor Loading
Q16A7	Job is different from wanted	.62
Q16A3	Didn't qualify for wanted job	.47
Q16B	Satisfaction with military job	.43
Q16A5	Job wasn't available for time wanted	.40

Factor 3 of 26(ALL), Eigen Value=1.84      Percent of Variance=7.1

Factor 3 of 5, Eigen Value=1.16      Percent of Variance=15.3

## AFES FACTOR 3: THWARTED JOB ASPIRATIONS

TABLE 4 (cont.)

Factor 4 of 5

Variables	Labels	Factor Loading
Q39	Future highest grade in school	.77
Q32	Today highest grade in school	.55
Q11K	Reasons-Money for college	.22

Factor 4 of 26(ALL) , Eigen Value=1.42      Percent of Variance=5.5

Factor 4 of 5 , Eigen Value=.84      Percent of Variance=11.1

AFEEs FACTOR 4: EDUCATIONAL DEVELOPMENT

Factor 5 of 5

Variables	Labels	Factor Loading
Q15A2	Knew job was qualified for	.57
Q15A1	Knew job wanted	.50

Factor 5 of 26(all) , Eigen Value=1.28      Percent of Variance=4.9

Factor 5 of 5 , Eigen Value=.59      Percent of Variance=7.7

AFEEs FACTOR 5: JOB EXPECTATIONS

TABLE 5

Principle Component Factor Analysis (Varimax Rotation)  
of the 1978 DOD Survey fo Officers and Enlisted Personnel:  
Two Major Factors Related to Expectations/Attrition for  
Navy-Male-First Term (Enlisted)-on Sea Duty.

## Factor 1 of 2

Variables	Labels	Factor Loading
Q23	Reenlist-4000 bonus	.90
Q24	Reenlist-8000 bonus	.86
Q22	Reenlist-Location Choice	.83
Q25	Reenlist-2 Years-No bonus	.80
Q20	Likely to reenlist-No bonus	.70
Q105	Satisfied with Military Life	.50

Factor 1 of 25(ALL), Eigen Value=6.76      Percent of Variance=27.1

Factor 1 of 2 , Eigen Value=6.22      Percent of Variance=74.1

DOD FACTOR 1: INCENTIVES TO REENLIST

TABLE 5 (cont.)

## Factor 2 Of 2

Variables	Labels	Factor Loading
Q102H	*Civ vs. Mil Job-Training Opportunity	.66
Q102G	Civ vs. Mil Job-Chances for Promotion	.62
Q102K	Civ vs. Mil Job-Job Security	.58
Q102E	Civ vs. Mil Job-Chance for Interesting Work	.57
Q102L	Civ vs. Mil Job-Equipment	.57
Q102A	Civ vs. Mil Job-Immediate Supervisors	.53
Q102I	Civ vs. Mil Job-People Work With	.52
Q102C	Civ vs. Mil Job-Retirement Benefits	.52
Q102D	Civ vs. Mil Job-Medical Benefits	.50
Q102F	Civ vs. Mil Job-Wages/Salaries	.47
Q105	Satisfaction with Military life	.45
Q102B	Civ vs. Mil Job-Having a Say	.43

\*Civilian versus Military Job

Factor 2 of 25(ALL), Eigen Value=2.66 Percent of Variance=10.7

Factor 2 of 2, Eigen Value=2.18 Percent of Variance=25.9

DOD FACTOR 2: CIVILIAN VERSUS MILITARY JOB SATISFACTION

TABLE 6

## Expectation/Attrition Factors

Factor Relationships of Five Pertinent Factors taken from 1979 DOD Survey of Personnel Entering Military Service for Navy-Male-First Enlistment.

FACTOR	FACTOR PARAMETERS	
	<u>% VARIANCE</u>	<u>EIGEN VALUE</u>
1. Personal Growth and Independence	38.6	2.92
2. Military Expectations	27.2	2.06
3. Thwarted Job Aspirations	15.3	1.16
4. Educational Development	11.1	.84
5. Job Expectations	7.7	.59
	<u>100</u>	

Factor Relationships of Two Pertinent Factors taken from 1978 DOD Survey of Officers and Enlisted Personnel for Navy-Male-First Term-on Sea Duty.

FACTOR	FACTOR PARAMETERS	
	<u>% VARIANCE</u>	<u>EIGEN VALUE</u>
1. Incentives to Reenlist	74.1	6.22
2. Civilian Versus Military Job Satisfaction	25.9	2.18
	<u>100</u>	



## F. INTERVIEW

The interview responses are displayed in Figures 7 through 10. Figure 7 is the frequency response to the interviewees' reasons for enlisting in the Navy. Each person met the criteria of being a male who is in his first enlistment, was on sea duty, but is now awaiting an early discharge from the Navy. Early discharge is meant to imply that the person will not fulfill his full enlistment contract and the reason for noncompliance being other than a medical, hardship, etc. It can be seen that the majority of those who enlisted (45%) did so with the intention of learning a trade and improving their education. Figure 8 demonstrates the responses to training expectations and training received questions. If training was received, Figure 8 indicates the type of training received and the person's response to feelings of adequacy of training. Of the 12 who received Apprentice Training, 11 considered it as very minor training, not meeting what they had expected as "training". Of the 27 who expected 'A' School type training, 54% received no 'A' School training. Figure 9 gives the interviewees' responses to enlistment influences and if they had formed a "preconceived notion" of what life in the Navy was going to be like. If the influence response was 'yes', the interview allowed each man to express what information source was most effective in formulating his ideas concerning the Navy. All 44

personnel interviewed were asked how they felt about the TV-radio ads; if the advertising were more truthful would you still join, four responded 'No'. When asked if the entire truth were set forth in advertising would you still have enlisted, seven responded 'No'. Figure 10 represents the years of active service each person interviewed experienced up to the present. All were awaiting a discharge and had spent from three days to one month at the Treasure Island Processing Center. Here 71% fell into the two - three year category.

Learn a Trade	_____ (11)
Improve Education	_____ (9.66)
Travel	_____ (5.5)
Money/Help Support Family	_____ (4.5)
Lost Civilian Job/None Available	_____ (3.5)
Improve Self/Mature	_____ (3.5)
Fresh Start/Get Away from Home	_____ (3.33)
No Real Reason	_____ (2)
Serve Country	_____ (1)

( N=44 )

NOTE: Respondents that indicated more than one reason for enlistment were allowed to indicate relative importance to reasons with each response receiving a total weight of 1.

Figure 7

Interview Response to Reason for Enlistment;  
Population: Navy - Male - FirstTerm - SeaDuty-  
Finished Basic Training But Will Not Complete Full  
Enlistment Contract

NO: \_\_\_\_\_ (34)

YES: \_\_\_\_\_ (10)

QUESTION: Was your Navy job what you expected it to be?

NO: \_\_\_\_\_ (7)

YES: \_\_\_\_\_ (37)

QUESTION: Did you expect to receive training from the Navy?

No School: \_\_\_\_\_ (12)

Apprentice Training: \_\_\_\_\_ (12)

'A' School : \_\_\_\_\_ (20)

( N=44 )

QUESTION: Did you receive training?

NOTE: Of the (12) who received Apprentice Training, (11) considered it as very minor training, not meeting what they had expected as 'training'.

NOTE: Of the (37) who expected 'A' School type training, 54% received no 'A' School training.

Figure 8

Interview Responses to Training Expectation and Training Received Questions; Population: Navy-Male-First Term-Sea Duty-Finished Basic Training But Will Not Complete Full Enlistment Contract

NO: \_\_\_\_\_ (7)

YES: by influence

TV-Radio Ads: \_\_\_\_\_ (17)

Relatives/  
Friends : \_\_\_\_\_ (10)

Recruiter : \_\_\_\_\_ (7)

Posters/  
Pamphlets : \_\_\_\_\_ (3)

( N=44 )

QUESTION: Did you have a "preconceived notion" of what life in the Navy was going to be like prior to enlisting?

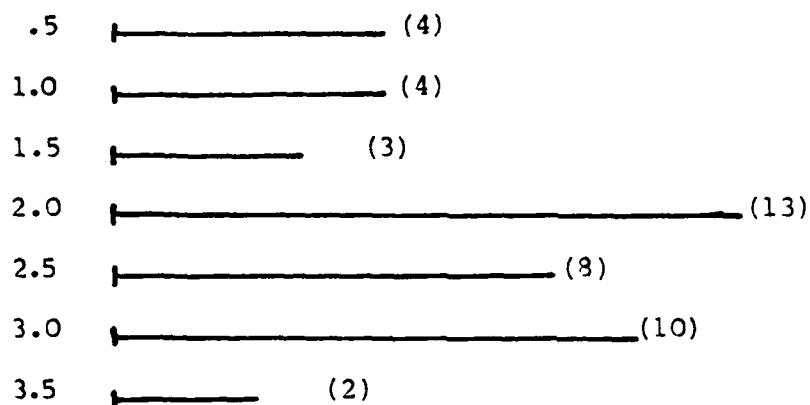
NOTE: Asked all (44) personnel interviewed how they felt about the TV-Radio ads now that they have spent some time in the Navy. All (44) felt that the ads were false and misleading.

NOTE: Asked those who were influenced by the TV-Radio ads if the advertising were more truthful would they still join, (4) responded 'No'. When asked if the entire truth were set forth in advertising would they still have enlisted, (7) responded 'No'.

Figure 9

Interview Responses to Enlistment Influences;  
Population: Navy - Male - First Term - Sea Duty-  
Finished Basic Training But Will Not Complete Full  
Enlistment Contract

Years of Service



( N=44 )

Figure 10: Length of Service for Those Interviewed; Population: Navy-Male-First Term-Sea Duty-Finished Basic Training But Will Not Complete Full Enlistment Contract

## V. SUMMARY OF FINDINGS

Organizational psychologists have established a relationship between expectations and turnover behavior. They have found that recruits who were discharged during training commonly had unrealistic expectations of that training. Further evidence established that individuals who had received a realistic job preview, which included both positive and negative aspects, had higher retention rates than those who had not received such an overview.

There are a number of important questions regarding recruitment, attrition and turnover in the U.S. Navy that the four data sets used in this study shed light on. The three persistent questions that underlie this study are as follows: Does the recruit join with unrealistic expectations? Does the enlisted man, once in, feel that the Navy did not live up to his expectations? Is there a lack of realism in the hiring scheme, and does this affect attrition?

### A. DOES THE RECRUIT JOIN WITH UNREALISTIC EXPECTATIONS?

The expectations of each individual that joins the Navy would be impossible to estimate; however, the AFEES Survey provides a "snapshot" look at how satisfied with military life the 1979 new recruit expected to be. Overall, 79% (Figure 1) of those who met the criteria of this study

(Navy, male, on first enlistment) responded that they would be satisfied, somewhat satisfied, or very satisfied when asked AFEEES question Q84: How satisfied or dissatisfied do you think you will be with military life? This survey was administered prior to any exposure to the military and therefore, establishes that concepts concerning expectations of military life by the new recruit are preset. Only 14% of those surveyed indicated a neutral response concerning expectations (Figure 1).

The Navy spends approximately \$3,100 (1979 dollars) per recruit in advertising to formulate a "preconceived notion" of the image it deems appropriate to meet its recruitment goals. The influence of this advertising is evidenced in Figure 9, where the interview response of 44 Navy men is categorized by what influenced or formulated their "preconceived notion". Here it can be seen that 34% indicate that they were influenced concerning their expectations prior to enlisting. Approximately 46% of those influenced denote TV-Radio ads as the source.

They felt that television and radio were the greatest influence in their enlistment decision; however, all 44 respondents felt that the ads were misleading (Figure 9). The influence of the recruiter was substantial, but very few absolutely negative comments were made concerning the recruiter. The majority felt the recruiter simply did not explain the whole truth. When queried about the movies



shown to them by the recruiter, which are designed to show "what life would be like in the Navy", the overwhelming response was that they did not remember them as being accurate, and that their views concerning what to expect "in the Navy" were well formulated by this point in their enlistment decision process.

The majority of those interviewed originally enlisted to learn a trade, improve their education, and to travel, as evidenced in Figure 7. In Figure 8 it is seen that 84% of those interviewed expected to receive some sort of training while in the Navy; an expectation matching their reason for joining. Figure 8 also shows that of the 84% expecting training, only 54% did in fact receive what they considered as worthwhile training. It should be noted that those who received Apprentice Training did not consider this "worthwhile". That is to say that they expressed disappointment in the quality and quantity of this training.

When asked if the television and radio ads were made more truthful would they still have joined, four indicated that they would not have joined. The majority, however, would have joined anyway, and indicated an advantage they felt would have been gained by the truthful ads. This advantage being that their Navy experience would have started out on a more prepared and positive note.

B. DOES THE ENLISTED MAN, ONCE IN, FEEL THAT THE NAVY DID NOT LIVE UP TO HIS EXPECTATIONS?

Once the recruitment process is completed the real life situation takes over and the new employee formulates in his own mind the accuracy of his expectations. Figures 2 and 3 display the response of those who have had time to evaluate their situation in the Navy, its match to what was expected, and just how satisfied they were with it. In Figure 3 only 10% of those Navy, first termers, males on sea duty were satisfied with their Navy life. When considering that 58% (Figure 1, response greater than 5) of those enlisting during that same year expected to be more than satisfied with their new career, this tremendous shift is very disappointing. The expectations being met or unmet can best be seen in DOD question Q104A (Figure 2). Here only 31% of those surveyed indicated that their Navy life turned out to be what they expected it to be. Some shifts in response to such questions are expected as the realisms of life overpower the naive; however, the shift from a cohort who had a 79% (Figure 1) positive response upon entry, to a 31% (Figure 2) positive response from a similar, but experienced, cohort is dramatic.

With the major difference between the AFEEES cohort and DOD cohort being experience, a more detailed look at how the exposure to Navy life affects expectations and satisfaction is displayed in Figures 4 and 5. In Figure 4

the mean response to DOD question 104A is plotted for all respondents throughout their first enlistment. The response for those personnel with less than 12 months in service indicates a relatively higher expectancy fulfillment than those beyond the 12 month point. The remainder of the graph becomes fairly linear with some sporadic, low population responses at the 60 - 62 month point. This linear plot does not necessarily indicate the lack of change in expectation over time. Consideration must be given to the fact that the DOD Survey respondents are presently on active duty, thus missing the response from those who dropped out of the system. The attrition rate provided in Figure 7 helps to visualize the loss rate as compared to the response rate to question Q104A. Those lost in the system, and therefore not canvassed by the survey, would most likely have had a negative effect on the mean scores.

To assist in estimating a response expected from a group already lost due to attrition, Figure 8 displays the Interview responses to the question "Was your Navy job what you expected it to be?". A resounding 77% indicated that their Navy job was not what they had expected it to be. For whatever reasons, they had walked into the Navy expecting a job different than what they were assigned to. The question "Did you expect to receive training from the Navy?" and "Did you receive training?" are also part of

Figure 8. Here, of those who did expect an 'A' School type of training, only 54% did indeed receive it. Here again, a group of people joined the Navy with expectations only to find their expectations proven false.

The mean response to DOD question Q105, satisfaction with Navy life, is plotted over time in Figure 5. Here, early months indicate a relatively higher response; however, the mean responses always remain well into the dissatisfied region of the questionnaire's scale. The generally negative slope developed by those respondents serving in months 15 - 42 turns into a strong, positive slope for months 42 - 54. This substantial reversal of the slope could be caused by the change in the respondents background. The man serving in the Navy beyond the 48th month, but still within his first enlistment, has joined under some advanced training program (advanced electronics, nuclear power) and would most likely be higher in rank. The negative response displayed from the 60 - 70 month of service mark is probably best described as a reaction to nearing the end of a tour of service. Those who liked the Navy have more than likely reenlisted by this point in time and were not included in this cohort.

The interrelationship of expectations as measured in the DOD Survey question 104A and satisfaction, DOD question 105, is displayed in Table 3. Here 44% of the men serving

in their first term of enlistment, and presently on sea duty, respond that they are not only dissatisfied with the Navy as a way of life, but also feel that the Navy did not match their expectations.

C. IS THERE A LACK OF REALISM IN THE HIRING SCHEME AND DOES THIS AFFECT ATTRITION?

Research conducted by organizational psychologists provide results that have demonstrated a relationship between a realistic hiring practice and attrition. The more accurate the expectations of the new employee concerning his new job, the greater the chances are that he will stay with his new job. It can also be said that a significant lack of realism in a hiring practice can develop a strong negative effect on attrition.

It has been demonstrated that the new Navy recruit enters his initial training phase with an extremely positive attitude, 79% expected to be satisfied with their Navy career (Figure 1). The interview response indicates that of those who had a preconceived notion concerning Navy life, 54% had based their enlistment expectations on what they had been exposed to via the Navy's advertising campaign: TV-Radio, posters and pamphlets (Figure 9). Once exposed, however, the Navy employee will react in a similar fashion to his civilian counterpart. If he feels he has been misled, this will have an effect on his desire to fulfill his enlistment obligation.

Interviewing those who had already fallen into the Navy's attrition category indicates that the hiring scheme used had not been realistic. A preponderance (77%) of them found their Navy job not meeting their expectations, see Figure 8. Some 84% expected to receive significant training while serving in the Navy; however, only 54% felt they had received it (Figure 8). Of the 44 Navy men interviewed, all 44 felt that the advertising used for recruitment was misleading. It should be reemphasized that all 44 of these men were being discharged prior to the fulfillment of their enlistment contract.

## VI. CONCLUSION

The majority of the young men considering enlisting into the Navy have definite pre-set ideas concerning what they want in return for their commitment. They have been exposed to years of guidance via advertising, friends, and relatives, etc., concerning what to expect. They received a myriad of information from the recruiter to assist them, but this generally does little to change their entrenched thoughts concerning their "new career". The recruit's expectations are his reasons for enlisting and the Navy's ability to match these expectations help to formulate his desire to fulfill his enlistment obligations.

After being settled into their careers the majority of experienced Navy first termers displayed a sense of dissillusionment. They felt that their original expectations concerning the Navy had been unmet. Whatever preconceived notions they had "walked in the door with" proved to be inaccurate. The resulting disillusionment may be implied as the start down the road of attrition. These facts lead this writer to conclude that the present styles of advertising and recruiting are in need of a change. Conventional recruitment can no longer continue to over-represent the Navy; setting the new employee up only to be let down by the realities of the system. Each recruit must

be allowed to make a knowledgeable enlistment decision if we are going to reduce the attrition rate caused by unmet expectations.

The use of Realistic Job Previews in the civilian community has demonstrated significant reductions in attrition caused by disillusionment. The initial number of applicants is slightly reduced; but, of those who accept their new job under this style of recruitment, a much larger percent "stay with the company". The use of Realistic Job Previews early in the hiring process can function in two ways:

1. As a "screening device" to help job candidates decide for themselves on their organizational choices.
2. As an "innoculation" against disappointment with the realities of organizational life.

The implementation of such a hiring scheme could prove to be difficult under a normal, highly competitive labor market; however, the high unemployment rate presently being experienced in the U.S. avails the opportunity for change. Recruitment goals for all services are being met. The Navy of 1982 finds itself with the luxury of being able to turn down applicants for enlistment. Yet of those who are joining the Navy, only an estimated 65 percent will complete their contract of enlistment. Attrition is an expensive, multifaceted problem demanding constant re-evaluation. Incorporating a preview program that realistically and accurately depicts the positive and



negative aspects of Navy life could prove to be a valuable tool in combating the problem of attrition.

Realistic recruitment via long term exposure is needed. By long term exposure I mean proper advertising in advance. The average American adult is assaulted by a minimum of 560 advertising messages each day. Of the 560 to which he is exposed, however, he only notices seventy-six (Toffler, 1970). He filters out those of no interest, which would indicate that as the prospective recruit nears his decision to enlist, the ads he sees/hears concerning the Navy become part of his realm of interest. He is formulating opinions and expectations long before his first visit with a recruiter. A realistic job preview approach would influence the advertising campaign to present all facets of Navy life. Each major experience about to be encountered should be previewed. "Tell it like it is", not in a belabored, blow-by-blow approach, but let the new employee know what to expect.

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